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ABSTRACT

An overview of Asian American studies in the State of Washington is provided in this report. Statistics on the number of Asian students in Washington's schools are used to illustrate the need for Asian American courses at all educational levels. The results of three questionnaires which were distributed to obtain information about respondents' opinions/perceptions of Asian American studies at his or her institution and information about Asian American course offerings and Asian American or related programs are summarized. The responses described came from educators and students in elementary and secondary schools, community colleges, and institutions of higher education. Brief descriptions of multicultural and bilingual courses or programs offered at the various institutions surveyed are also included. It is emphasized that existing programs are too few in number and too limited in scope to meet the needs of the State's Asian American population. (EB)

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WASHINGTON'S ASIAN AMERICAN STUDIES:

TODAY AND TOMORROW

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Washington's Asian American Studies:

Today and Tomorrow

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I. Introduction

There have been Asian American classes or programs in Washington for almost a decade. A comprehensive view concerning the present and future status of these programs and classes for all educational levels--K-12, community colleges (CC) and institutions of higher education (IHE)--has never been attempted. The time is ripe for such an appraisal. For example, questions such as, "How many Asian Americans are in the school system?"; "How many Asian American classes are being taught today?"; "What is the need for such classes in the future?", etc. are asked continually of Asian American teachers and administrators. This report will attempt to assess the present situation and thus lay the foundation for prognosis statements and recommendations.

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*This report is derived from data obtained from educators in Washington. The K-12 portion was initially formulated by A. Barretto Ogilvie, Washington Superintendent of Public Instruction; the community colleges, by Roy Flores, Washington State Board of Community College Education; and the institutions of higher education, by Tetsuden Kashima. Additional insights come from the attenders at the Asian American Studies Symposium, Lake Wilderness, March 16, 1979, and from the Washington Council for Postsecondary Education, Tom Jons, Operations Analyst.

Student Population: At the K-12 level, the reported student population as of October 1977 is 775,801; of this number, 18,259 or 2.35% are Asian Americans. (Source: Washington Superintendent of Public Instruction Office, SPI).

	Total Student Population	Total Asian American Student	% Asian American Student	School District or CC or IHE	District/CC/ IHE w/more than 50 Asian American Students
K-12 (1977)	775,801	18,259	2.35	303	48
CC (1978)	170,286	2,865	1.68	25	(unavailable)
IHE (1978)	105,160	4,100	4.00	22	9

The CC student population figure for 1978 is 170,286; of that number 2,865 or 1.68% are Asian American students (source: Washington State Board of Community College Education, SBCCE). IHEs, as of November 1978, have 105,160 students; 4,100 or 4.00% are Asian American identified students (source: Higher Education General Information Survey, HEGIS, November 15, 1978 for 20 institutions, October 1977 for 2 institutions).

These population statistics are not very informative unless viewed in context with other information. For example, at the K-12 level, the 18,259 Asian American student figure represents a 59% increase from an earlier 1970 count (10,784). At the CC level, the number of Asian American students has increased 69% from a 1971 count (1,986 student) (source: SBCCE). This population expansion at all levels is expected to increase through births and an uninterrupted immigration of new Asians, especially Filipinos, Koreans, Chinese and Indochinese. The effect of the new immigrants, which is even now being felt at some institutions, will probably increase as their children obtain permanent visa status and claim their rightful place within the post-secondary educational system.

But all school systems will not be evenly affected, since Asian American students are not spread evenly throughout the many schools, colleges and universities. For example, at the K-12 level, of 303 school districts only 48 have more than 50 Asian American students. Moreover, 74% of the Asian American students are found in only three counties: King, Pierce and Kitsap (source: SPI). At the CC level, of 25 colleges, only 5[1] have courses directly relating to Asian Americans. Of these, four are in King County and one is in Snohomish County. At the IHE level, of the 22 universities and colleges, only 9[2] have more than 50 Asian American students. The IHE with the largest Asian American student body

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1) The five are: Seattle Central Community College, South Seattle Community College, Edmonds Community College, Shoreline Community College, Highline Community College. (Data from Roy Flores, State Board of Community College Education)

2) The nine are: Central Washington University, Eastern Washington University, University of Washington, Washington State University, Western Washington University, Pacific Lutheran University, Seattle University, Seattle Pacific University, University of Puget Sound. (Compiled from HEGIS)

is the University of Washington with 2,709; the next largest, Washington State University, has only 266 Asian American students. Thus, the largest concentration of students is in King County, especially in or near Seattle. However, Asian American students in other schools must not be neglected; their needs are as real as any of those found near centers of Asian American programs and classes.

II. Methods

Throughout Washington's educational institutions, only a handful offer Asian American courses, have Asian American staff/faculty, or maintain programs oriented toward Asian Americans. Initially, a list was made of such institutions - K-12, CC and IHE - and attempts were made to find contact persons at each relevant institution.

Three separate questionnaires were devised to elicit information on the "state of the art" in Washington. First, Questionnaire A dealt with the respondent's opinion/perception of Asian American Studies at his/her institution. Ten statements were offered concerning various issues with responses requested on a 5 point Likert-type scale. An eleventh question asked for opinions on the methods for continuing information dissemination or interaction.

Second, Questionnaire B was constructed to gather information on Asian American course offerings: course titles, description of courses, textbooks utilized, course development, etc. Respondents were asked to fill out a separate form for each offered course.

Third, Questionnaire C was developed for administrators of Asian American or Asian American-related programs. Information was requested on program title, inception, responsible department/division/college, staffing, budgeting procedure, clientele, and prognosis for future development.

At the level K-12: A. Barretto Ogilvie sent out 15 questionnaire packets to Asian American educators:[3] 13 responses were received for a 87% response rate.

At the CC level: Roy Flores sent out 21 packets to Asian American full-time faculty/staff members at 13 community colleges.[4] Nine persons responded for a 43% response rate.

At the IHE level: Questionnaire packets were sent to individuals at seven institutions where Asian American courses/programs were known to exist.[5] Eight persons responded from the seven institutions--some administrators, others are teachers, while a few are both.

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3) Rainbow Program, Seattle Public Schools; Bilingual Education Programs, Seattle Public Schools; Tacoma Public Schools, Federal Way Public School; Multi-cultural Education Programs, Renton School District; Bilingual Education Technical Assistant Center, Tacoma School District; Teachers at Bainbridge, Spokane, Edmonds.

4) Ft. Steilacoom Community College, Olympic, North Seattle, Yakima, Highline, Seattle Central, Everett, Clark, Tacoma, Bellevue, South Seattle, Edmonds and Greenview.

5) Central Washington University, Evergreen State College, Pacific Lutheran University, Seattle University, University of Washington, Washington State University, and Western Washington University.

III. Data: Report and Analysis

Questionnaire A dealt with an assessment of Asian American and non-Asian American educators, student interest and other topics relevant to each institution.

Table 1 Results of average ($\bar{x}$) tabulations of 10 questions from Questionnaire A (0=none; 4=high) (30 total respondents)

	QUESTIONS:									
	1	2	3	4	5	6	7	8	9	10
K-12 13 respondents	1.15	.92	.61	1.00	2.46	1.69	2.30	2.23	2.53	3.15
Community College 9 respondents	1.0	.50	1.25	.87	1.33	1.00	2.44	1.33	1.44	2.87
4-year college/univ 8 respondents	1.0	.88	1.38	1.13	1.81	.69	2.13	1.50	1.25	3.63
Total respondents ($\bar{x}$)	1.05	.77	1.41	1.00	1.87	1.13	2.29	1.69	1.74	3.22

Question 1 dealt with perceived level of knowledge and understanding of Asian Americans by non-Asian American educators: x = 1.05. Sample comments to this question were:

> "Even many Asians do not know much about other Asian groups" and "Most teachers equate knowledge of Asians with knowledge of the mother country" (K-12). "While there are a few highly knowledgeable non-Asian educators, they are in the minority" (IHE).

Question 2 asked about non-Asian students' knowledge and understanding of Asian American culture, heritage and experience: x = .77 Sample comments were:

> "Racial intermarriage has resulted in a small but positive awareness and sensitivity/curiousity toward the Asian American experience among the campus population" (CCs); and "If any, [then] distorted" (IHEs).

Question 3 asked about the amount and availability of classroom Asian American materials: x = 1.41. Sample comments were:

> "Commercial products are rare. Government funded ones are not available and still first generation." "Amount and availability are increasing slowly" (K-12). For CCs and IHEs, "Publications and audiovisual materials seem to be increasing all the time;" although, "Need more materials at all levels, K-Graduate School."

Question 4 concerned itself with institutional budgetary commitment for Asian American courses: x = 1.00. Comments differed with respect to programs or schools.

> "Programs like Rainbow [multi-cultural, elementary] have been promoted by Asian Americans. When a program appears a success and/or it fulfills a need for the institution (survival) then there is a commitment." or "Funds (limited) are available upon aggressive/personal contact level."

Question 5 dealt with Asian American student interest in the study of Asian American culture, heritage and experience: x = 1.87. Sample comments were:

> "They have to be taught." or "Sometimes it depends on who's teaching the courses" or "Belonging to a culture is not important to Asian American students [their] appetites must be wheted" (K-12). "Typically more whites seem to enroll in Asian American Studies while Asian American students seem reluctant to pursue or even acknowledge their culture, heritage, etc" (CCs).

Question 6 asked about the non-Asian American student interest in Asian American Studies: x = 1.13. Sample comments:

> "Interest a little higher where there is exposure to many Asian American students" (K-12). "Once involved in the courses, students show great interest (CCs).

Question 7 asked about the respondent's knowledge of similar Asian American programs or courses: x = 2.29. Sample comments were:

> "Not too informed on foreign student courses" (CC). "I know of them, not much else" (IHE).

Question 8 dealt with the level of sharing (information, resources) with similar Asian American programs: x = 1.69. There were only two comments from all respondents:

> "Very little inter- and intra-disciplinary meetings" (CC) and "We do a good bit of giving, but not much receiving" (K-12).

Question 9 asked about the level of knowledge concerning bilingual education programs at similar institutions: x = 1.74. Only two comments:

> "At present we do not have an Asian Bilingual Education program" and "[Level of knowledge is middling at our school], due to the involvement of the Washington Education Association Human Relations Commission with SPI and BETAC" (K-12).

Question 10 deals with the need to share (information, resources, etc.) among Asian American programs and/staff: x = 3.22.

These responses indicate a very low interest and knowledge level concerning Asian American students/courses from non-Asian American persons (Questions 1,2,6). This is coupled with a concomitant low level of budgetary commitment. However, even among the Asian American students. perceived interest and knowledge, on the whole, was not that much better. Although the respondents' familiarity with similar progrmas was given the second highest mark (x = 2.29), the overwhelming need ofr more sharing between programs (Question 10) was stated. The implementation of this need was considered in Question 11. (Rank order, higher number = more desirable)

	K-12	CC	IHE
Form state-wide organization	3.99	3.22	4.37
Annual Workshop	3.53	3.60	3.50
Periodic Formalized meeting	4.19	3.22	2.50
Infrequent, informal meeting	3.20	2.57	2.00

Other: Regional symposium; periodical newsletters; group discussion of specialized concerns.

Questionnaire B was designed for course instructors and was distributed to all respondents. However, unlike Questionnaire A the returns were variable since some respondents were administrators and not teachers.

	Institution	Course Title	Offered	Student Number
K-12:	Cleveland High School	Asian American History	annual	30
	(first offered in 1972; discontinued in 1978 because the instructor was promoted to an administrative post)			
CC:	Fort Steilacoom	Psychology of Asian Americans	annual	13
	Seattle Central	Asian American History	annual	25
	" "	Survey of Hawaiian History	-	-
	" "	Sociology of Asian Americans	-	-
	South Seattle Community College	Asian American History	-	-
	" "	Sociology of Asian Americans	-	-

	Institution	Course Title	Offered	Student Number
	Edmonds Community College	Asian American History	-	-
	Shoreline Community College	Asian American Survey	-	-
	Highline Community	Asian Minorities in America	-	-
IHE:	Central Washington University	The Asian American	annual	12
	" "	Asian American Identity and Personality	annual	5
	Pacific Lutheran	The Asian Experience	summer	-
	" "	Hawaiian Interim	annual	20 - 30
	Seattle University	Literature of the Far East	biannual	10 - 15
	" "	(Hum. 280) (Title?)	annual	90 - 115
	" "	Filipino History and Culture	once	26
	University of Washington	Language and Study Skills	thrice yearly	18
	" "	Asian American Cultures	annual	75
	" "	Contemporary Problems of Asian Americans	annual	75
	" "	Asian American Cultures for Teachers	biannual	7
	" "	Chinese American History and Culture	annual	10
	" "	Filipino American History and Culture	annual	20
	" "	Japanese American History and Culture	annual	20
	" "	Asian American Literature Expression	annual	15
	" "	Social Policy and the Asian American Community	annual	20
	" "	Undergraduate Field Experience	thrice yearly	var

Institution	Course Title	Offered	Student Number
University of Washington	Filipino History and Polictics	annual	20
" "	Asian Americans in Hawaii	annual	20
" "	Psychology of Asian Americans	biannual	35
" "	Asian American Women	biannual	20
" "	Independent Study	thrice yearly	var
Washington State University	Introduction to Asian American Studies	annual	18
Western Washington	Introduction to Asian American Studies	thrice yearly	60 - 70

The information in Questionnaire B is difficult to tabulate. Each course is unique and reflects various levels of student interest and expertise. One K-12 school, some CCs and most IHEs have some type of Asian American introductory course. However, at the IHE level, some institutions with no introductory course offer ones with specialized topics. Orientation appears to be in the direction of social and behavioral sciences. Finally, student enrollment patterns differ vastly between and even within the institutions.

Questionnaire C was designed for administrators. Responses were received from six programs at the K-12 level: three were multi-cultural and three were bilingual.

Ethnic Cultural Heritage Program (Rainbow Project): Inaugurated in 1970-71 as a Japanese Cultural Heritage Program, this program became multi-cultural and part of the Seattle Public School district. There are now 8 full-time persons working with classroom teachers/students; funding is derived from both federal and district monies. The respondent sees an increasing need for what the program provides as well as a bleak future since ". . .we will not be able to serve this need as our funding is continually being cut--therefore a shortage of staff results. [Also] the district has alerted us that the Rainbow Project will be merged with two other district programs; so of course that reduces all of our services."

Renton's Intercultural Education Program: Established in 1974, this program, with two full-time staff, aids in promoting inter-ethnic cultural understanding within the classroom. An increase in the ethnic student population is expected: "There is a steady increase of minority students in the Renton area with a fairly static situation concerning new hiring of faculty."

SPI Asian American Component/Equal Educational Opportunity: Created in 1975, with only one full-time person, the Asian American Component works with all districts having an Asian American student population. Funding is from federal and state monies. "More Asian American students, particularly bilingual children, and the desegregation issue will generate demand for services by this SPI component." For the next five years, two

significant issues or concerns for this component are: "Diminishing number of K-12 programs in Asian American Studies within the context of an increasing population [and] lack of institutional concern."

Seattle's Bilingual Program: Created officially in 1978, this large program (budget in excess of a million per year) has a staff of over 90 people to "service bilingual children in the Seattle Public School System to meet Lau compliance." Funding is derived from a number of federal and some state monies. The respondent sees an increasing need for what the program offers as well as a continual increase in student client population.

Tacoma Bilingual Education: Started in 1975, TBE maintains a staff of 16 full-time and 3 part-time ESL, teachers, and ethnic group liaison persons. The focus here is upon the Asian and Asian American (Vietnamese, Korean, ESL) with some white and a few exchange students. As for the next five years, "more of the same plus more sophisticated native language instruction."

Bilingual Technical Assistance Center (BETAC): Funded in 1976 from federal monies, BETAC provides technical services and is housed within the Division of Curriculum, Tacoma School District. The staff is composed of 5 full-time and three part-time persons who aid in teacher training, resources and curriculum coordination. The respondent foresees an increase in the need for what the program provides as well as its client population. As for the program's future: "Not sure. We should be refunded for one more year; however, it will depend on 'politics' after that."

Only one administrator from the community college level responded.

Ft. Steilacoom Community College: Minority Affairs has been in existence since 1972; its purposes are to "provide support services and advocacy for minority students." The office maintains 2 full-time positions (director and secretary) with 4 faculty/advisor to aid 368 Asian Americans, 696 Black, 211 Chicanos and 113 Native American students. The respondent expects an increase in client population and for what the program provides over the next five years: "Proportionally, more minority students are entering college who need support services and developmental courses." Concerning the programs future, "Programatic focus on affective development, cultural awareness, race awareness. Financial future–gradual institutionalization of ethnic studies and developmental education."

Five responses were received from four higher education institutions. There appears to be no uniform pattern concerning the administration of the various programs.

Central Washington University: Ethnic Studies (established in 1970) is housed under the School of Social and Behavioral Sciences and budgeted under a bi-annual basis. The program has two positions: a full-time Acting Director and one part-time instructor to service 10-15 Asian American students, 5-10 Black Americans, 20-30 Chicanos, 20-30 Native Americans and 150-200 whites. The respondent expects a decrease in the clientele population as well as in what the program provides over the next five years. The program's future will "probably decline as enrollment decreases."

Evergreen State College: The Third World Coalition, formed in 1974, is to "work with minority students at all levels; community liaison; student, staff, faculty recruitment; and curriculum development and critique." There are a full-time coordinator and a full-time secretary. Funds are derived from the state, negotiated on a bi-annual basis. The approximate number of students is: 27 Asian Americans, 40 Blacks, 25 Chicanos, 50 Native Americans. The respondent believes that the next five years are unpredictable since the "status of [the] institution is unstable;" however, for the next five years, "student recruitment, retention[will] increase via better curriculum services." Significant issues in Washington in the next five years are the "refugee question, alien land law - especially now with normali-

zation with China, bilingual/bicultural education - including job skils as [it] relates to wives of service men and immigrants, [and] enhancement of Asian American identity - elimination of incorrect stereotypes and role models."

University of Washington: The Asian American Studies Program (started in 1970):

> is an interdisciplinary program in the College of Arts and Sciences, offering courses on the history, culture, literature and contemporary issues of concern to Asians in America. The major direction of the Program is academic and oriented towards the undergraduate student. The program also serves graduate students who are involved in research and community related projects and immigrant students with special needs. . . The three major purposes. . .are: Academic--to provide a variety of courses on Asian Americans; Research--to conduct systematic studies dealing with Asian Americans and their contributions and adjustments to American life; Community service--to provide students an opportunity to work on community projects. . .

There are four full-time staff: a director, 2 professors, and one secretary. There are a variable number of part-time instructors (currently 4 in 1978-1979 and two teaching assistants). Asian American Studies offers about twenty-four courses during the year with such tasks as: Asian American Experience, Asian American Contemporary Issues, Chinese Americans, Filipino Americans, Japanese Americans, Asian Americans in Hawaii; Asian American Psychology, Asian American Literature, etc. Funding is on a bi-annual basis from state funds. There are over 2,200 Asian American students on campus; there were 298 students taking courses in 1976-77 and 396 in 1978, the majority of whom were Asian American. The program offers an Asian American major under Interdisciplinary Studies and through the College of Education.

The respondent believes the clientele population will increase as well the need for what the program provides in the next five years because of: "growing immigration to King County and more Asian Americans coming to the university." As for the program's future: "Fiscal problem is campus-wide; therefore less support by the administration, but with growing need." Significant issues are: "Growing immigrant population in the state; less commitment towards Asian American Studies in the educational institutions."

University of Washington - Student Support Services: The Asian Division of the Educational Opportunity Program (started in 1971) is housed within the Office of Minority Affairs. There are six full-time positions: a director, 4 counselors, and 1 secretary plus a variety of part-time recruiters and other staff. The clientele is all Asian American and numbers 1400. Funding is on a bi-annual basis from state funds.

The respondent believes that the clientele population will increase as will the need for what the program provides. Significant issues are: "English as a second language or bilingual education; job placement."

Washington State University: The Asian American Studies Program is currently undergoing a process necessary toward official inception (1978 unofficial): "As it is proposed, this is a teaching and research program. In addition, at this stage of our development, the program offers advising to Asian American students and is attempting to determine areas of Asian American student needs and to institute changes in those areas to meet these needs." Located within the College of Arts and Sciences, the program presently has one full-time director who is assistant professor, plus three part-time persons: two resource

assistants and one secretary. Funding is presently on an annual basis. Student clientele numbers 25-30 Asian Americans.

The respondent believes that the clientele population will increase as will the need for what the program provides: "Because we are just initiating the program and are intending to implement such activities as student recruitment from our communities, we anticipate more students will enroll at WSU and in our program. If we can get a commitment from the university to this program, we can expect a gradual, though small growth in our teaching program and a modest increase in research activity."

Conclusion

Any attempt to write an overview of Washington's Asian American programs or classes faces a particular difficulty. What is occuring presently at one level is not similar to that at other levels. Each institutional level meets varying administrative and client expectations, local administrative, fiscal and institutional concerns, and student population patterns. For example, at the K-12 level, although Asian American Studies classes and programs meet increasing resistance, the bilingual and ESL programs are increasing. At the CC level, Asian American Studies classes have been in existence since the early 1970's, but many institutions still are unable to offer particular classes. Asian American Studies classes, where they are to be found, reside often within minority affairs types of programs. The IHEs maintain the largest number of Asian American programs. Their course offerings vary; most have only a few classes while one university offers more than 20 per year.

A recent survey of Asian American Studies programs nationwide reported: "[s]urvival has been the major concern for most Asian American Studies programs during the first decade. Most programs have, at one time or another, struggled for funding, curriculum development, or personnel hiring and retention. Each campus has grappled with a unique set of campus conditions, which has determined to a great extent its particular form and activities (*Amerasia*, vol. 5, 1, 1978, p. 3)."

A word to describe Washington's situation, more accurate than survival, is *struggle*. The word survival means simply to endure, or remain in existence; struggle, on the other hand is much more active. It means to fight or contend for some particular purpose. Each institution worked to establish and sustain various courses and programs. The social fervor of the late 1960's and early 70's made such ventures relatively easy. Student support was prevalent; monies were made available; and the ideology of social change was in the air. Indeed, at many places Asian Americans were made to feel guilty if such activities were not instituted. Underneath this ethnic movement veneer, however, was a real concern to have available curriculum and support programs sensitive to groups previously excluded from legitimate academic areas. At the core of this concern was the power to define one's own group, the power to prioritize group concerns and to seek solutions for these concerns.

During this struggle there was also development. Inroads were made at all levels of the educational system as programs and courses were instituted through various means and at different times. There was no consensus between the programs and institutions in Washington. Regional issues and specific events and people dictated purposes, goals and method. For example, that a critical mass of Asian American students existed and continue to enroll at the University of Washington aided in the creation of the Asian American Studies Program and a large Asian division of EOP. At another IHE, without this large number of students, the various ethnic student groups have had to band together to create an inter-ethnic program.

Concensus among programs or institutions is not required nor feasible. First, as previously stated, differing concerns, audiences, and support staff make any attempt at inter-level consensus foolhardy. Second, intra-level, with particular conditions, personnel and

funding priorities, each program or institution must go with its strengths. We should help each other and we should keep in contact with each other. The important point is that through the struggle there is also development, development through testing, evaluation and experimenting.

The struggle continues in Washington. As adequate funding becomes a problem throughout the educational system, commitment by majority administrators to minority programs is lessening. The needs of the Asian American students have not diminished; indeed, with an increasing immigrant population, such needs will increase. The concern of Asian American educators has not lessened; again, because needed monies are decreasing, concerns are increasing.

The struggle also continues nationwide. Asian American Studies programs are very young; only a scant decade-old. However, some guidelines have already become apparent. First, we must be rigourous–in our teaching, our research and in expecting the best from our students. Second, we must press for more knowledge through research about our culture, heritage and experience and be prepared to defend its presentation through good and bad financial times. [6] And, third, we must not neglect the recent immigrant with problems of language, adjustments to a new culture and adaptations to a new lifestyle. It has not been easy; it will not get any easier. Our tasks are still before us, but then so is the challenge.

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6) With the new Washington State guidelines for teacher certification prescribing knowledge of socio-cultural-economic differences and human relations (WAC 180-79-130), there is now a state-wide mandate which affects Asian American courses. However, even with full compliance, a condition which is unlikely, it will take years before teachers acquainted with Asian American cultures; heritages and experience make their presences felt. Meanwhile, positive steps should be taken to insure the continuation of present programs and courses. Then, a strategy should be formulated to assist in implementing WAC 180-79-130 and to aid in the creation of new programs and courses.